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AUTHOR	Abu, Samah Asiah
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ABSTRACT

In the last 15 years Malaysia has witnessed tremendous changes in the socio-political and economic fields, which have been reflected in the country's educational system. Formerly evaluation in the schools was synonymous with the term or yearly school achievement tests, or the administration of periodic standardized achievement tests. In December, 1973 an Evaluation Unit was established by the Ministry of Education and placed under the Educational Planning and Research Division. The main objectives of this unit include: (1) Obtaining feedback from ongoing projects in the various divisions of the Ministry of Education. (2) Assessing systematically the degree to which project objectives have been implemented. (3) Providing suggestions for project improvement. (4) Obtaining valid data on the success or failure of the projects for future planning. Functions of the Evaluation Unit include identifying projects that need systematic, continuous product evaluation; obtaining the cooperation of the division concerned; and working closely with the representatives of the various divisions to draft evaluation designs, choose evaluation instruments and report relevant decisions. The Curriculum Development Center is the one other division which has its own functional evaluation unit. This unit evaluates curriculum materials and practices which it sponsors, works closely with the EPPD Evaluation Unit in identifying areas and strategies for evaluation, and has close links with university researchers and evaluators. Brief case studies for various projects are included. (MV)

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EDUCATIONAL EVALUATION IN MALAYSIA - TRENDS AND PROSPECTS

Samah Asiah Abu

A contribution to the IIEP Seminar on "The evaluation of the qualitative aspects of education"
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EDUCATIONAL EVALUATION IN MALAYSIA - TRENDS AND PROSPECTS

1. RATIONALE FOR EVALUATION

Evaluation is an integral part of any problem - oriented approach to education, because it acts as a safety check or guideline in our choice of alternative solutions to educational problems. Besides, the very nature of the evaluation process itself (which is based on rigorous examination, trying out, and revision of programs) may result in further development and improvement of the system as a whole. In our context evaluation is extremely important to keep the Ministry of Education in constant awareness of the effectiveness or ineffectiveness of programs or components of the system, so that revisions or improvements to these programs or components could be undertaken from time to time with the aim of maximising benefits using available resources optimally.

2. THE NEED FOR EVALUATION

Malaysia in the last 15 years has witnessed tremendous changes in the socio-political and economic fields. This has resulted in profound changes in the government's policies and priorities, which are in more ways than one reflected in the educational system. Hence in the 1st and 2nd Malaysia Plans not only did we see the formulation of these new policies, objectives and priorities but also utilization of new resources, new approaches and new technologies designed to achieve them. Evaluation of these new components ensure feedback which can give a useful guide in the formulation of the 3rd Malaysia Plan.

3. CURRENT TRENDS IN EDUCATIONAL EVALUATION IN MALAYSIA

3.1. The current favourable climate in respect of evaluation, in the Ministry of Education, is very much the result

of a realisation of past deficiencies in that area, and the need to make up for these deficiencies immediately.

3.2. In the past, evaluation in schools was synonymous with the termly or yearly school achievement tests, or the periodic standardised achievement tests, administered at the end of the primary level, at the middle and at the end of the secondary levels. Although these tests were more or less functioning as sieves to select those who can continue to the next level of education, they are nevertheless important because they provided a great deal of relevant information on the curriculum aspect of the system. Besides examinations, another source of information comes from isolated evaluation studies which were mostly done by evaluators who are external to the system. The evaluations that were made for the First and Second Malaysian Plans' mid-term reviews were cases in points. This farming out of evaluation tasks to external bodies like local universities or foreign consultants was necessary in view of the lack of expertise in that area in the Ministry itself.

3.3. With increasing awareness of the importance of evaluation and with increasing availability of trained professionals within the Ministry of Education itself, an Evaluation Unit under the Educational Planning and Research Divisions was established by the Ministry in December 1973. The main objectives of this unit include:-

a) To get feedback from ongoing projects in the various divisions of the Ministry of Education.
b) To systematically assess how far the project objectives have been implemented and realised.
c) To provide suggestions for the improvement of these projects, if necessary.
d) To obtain valid data on the success/failure of the projects for the purpose of future planning.

3.4 The functions of the newly established Evaluation Unit thus include the identification of critical areas/ projects that need systematic, continuous and product evaluation. As these areas/projects are located in various divisions/departments of the Ministry, the Unit deemed it necessary to obtain the cooperation of the division/department concerned in identifying officer/officers (who may or may not be directly involved in the project) in order to assist the Unit in its evaluation tasks. Thus the team of officers of the Evaluation Unit, working hand in hand with the said representatives of the various divisions/ departments, would proceed to draw up the evaluation design as well as the instruments for evaluation; and, when the findings are available, to report to the various relevant decision - making committees in the Ministry, for further action.

3.5. The only other Division outside the EPRD, that has a functional evaluation unit of its own is the CDC. The CDC's Evaluation Unit is concerned with evaluation of curriculum materials/practices that it sponsors. This unit, which was only set up at the beginning of 1974, works closely with the EPRD's Evaluation Unit in identifying areas and strategies for evaluation. It also has close links with researches and evaluators in local universities, the latter providing very useful consultant services in the areas of research design, test construction, and analysis of data.

3.6. Implementation of findings

3.6.1. Our education system is highly centralised. Because of this any major recommendation that is made on the basis of evaluation findings, must pass through centralised high-level committees in the head office of the Ministry in Kuala Lumpur.

3.6.2. The Central Curriculum Committee (.C.C.C.)

This committee, comprising the various Heads of professional Divisions, in the Ministry as well as curriculum specialists from local universities, is chaired by the Director-General himself. It sits monthly to review the progress of curriculum programmes of the Ministry, and to endorse new projects. Evaluation project findings and recommendations, be it in the area of curriculum or in other relevant areas, are tabled at this meeting. The Curriculum Development Centre (CDC) is the secretariat of this committee.

3.6.3. The Educational Planning Committee (EPC)

The Educational Planning Committee is one level higher than the C.C.C. Chaired by the Secretary-General of Education, the committee meets once a month to deliberate and decide on high-level policies with regards to planning of new educational projects/programmes. The executive secretary of the committee is the Director of the Educational Planning and Research Division (EPRD) of the Ministry and as such the EPRD acts as the secretariat of the Committee. As the Evaluation Unit of the Ministry is under the wing of the EPRD, it has a chance to comment on, react to, and feed into all plans for new projects that are brought up to the EPC through the EPRD.

3.6.4. Consequent upon decisions made at the two high-level committees mentioned above, detailed implementation plans are worked out and acted upon by the relevant Divisions in the Ministry. The Evaluation Unit tries, as early as possible, to involve itself with the projects with regard to the evaluation needs and designs for the projects.

4. SOME CASE STUDIES OF EVALUATION PROJECTS

CASE STUDY I AN EVALUATION OF UNICEF AID PROGRAMMES TO THE MINISTRY OF EDUCATION, MALAYSIA, 1968 - 1972.

1. Introduction

An evaluation committee consisting of the Educational Research Resource Unit of the University of Malaya assisted by officers from EPRD undertook an evaluation study of UNICEF Aid Programmes. The Aid programme was to augment the implementation of the Malaysian Ministry of Education's comprehensive system of education. The comprehensive system of education allows pupils after primary schools to undertake a set of core subjects and also a number of elective practical subjects according to their interest, aptitude and ability. UNICEF Aid was sought to carry out/make available:

(a) In-service Courses to train 1,280 guidance teachers over a period of four years so that they could carry out vocational guidance work more effectively in comprehensive schools.

(b) In-service courses to train 300 Home Science Teachers over a period of 3 years.

(c) Some Basic home science equipment in which schools are thought to be found wanting.

(d) Supply of some essential equipment for SCIENCE which is one of the CORE subjects.

The aim of the evaluation was to provide "a rough map of the way in which the aid has been utilised, including perceptions of those involved in respect of aims, priorities and problems of in-service course and/or proposed on actual

use or non-use of equipment."*

The procedures for evaluation can be summarised as follows:

2. Design and Methodology

2.1 The use of the interview technique

2.1.1 All officers in charge of the UNICEF Aid programmes from the Ministry of Education, were interviewed in order to obtain information with regard to the problems and implementation of the training programmes for guidance teachers and home science teachers and also with regard to the distribution of hardware aids from UNICEF.

2.1.2 Visits were made to a randomly stratified sample of 45 schools to make on-the-spot interviews with principals and teachers concerned in respect of any UNICEF aid received and of needs and priorities for possible future aids and problems, with particular reference to the comprehensive school system.

2.2 The use of Proformas

Four different types of proformas were used to collect the following data:

2.2.1 PROFORMA 1 - was to be completed by the school principals in respect of teachers who have/ have not attended courses and their involvement in doing guidance work in schools.

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* An Evaluation of UNICEF Aid Programmes - Journal of the Educational Planning and Research Division, Ministry of Education, 1974, pp. 87 - 88.

2.2.2 PROFORMA 2 - was to be completed by senior Home Science teachers to solicit information as the above.

2.2.3 PROFORMA 3 - contained a list of 26 possible items supplied by UNICEF and for each item the senior Home Science teacher was requested to furnish details on whether or not they have received the equipment and whether or not the school already has the equipment, and so on.

2.2.4 PROFORMA 4 - similar to proforma 3, except that they are directed to senior Science teachers with regard to 125 possible SCIENCE items of equipments supplied by UNICEF.

2.3 The Questionnaires

2.3.1 Four different types of questionnaires were administered to those involved in the AID programmes in a random sample of schools. The participants, instructors, and senior Home Science and senior Science teachers were administered with relevant questionnaires.

Questionnaire 1 - Opinions regarding the value, adequacy, extent of follow up and selection criteria, together with the relative interest and usefulness of a list of possible topics or activities in the guidance in-service courses - as derived from a scrutiny of past reports were solicited by Questionnaire 1.

Questionnaire 2 - Sought the opinions of participants in the Home Science in-service courses.

Questionnaire 3 - The Senior Home Science teachers were asked to list 5 items of equipment in order of priority that are most needed in his or her school. In addition, opinions were sought in regard to problems pertaining to each of the 26 possible items supplied by UNICEF.

Questionnaire 4 - is similar in format to questionnaire 3, but refers to science equipment and a reduced list of 40 possible items were included for senior science teachers to indicate his or her perceptions of likely problems.

2.3.2 Pre and post course questionnaires were administered to participants who attended a guidance course towards the end of July, 1971.

3. Summary of some of the findings

3.1 Hardware Aids

3.1.1 The evaluation team noted that there had been changes in the officers in-charge of the programmes and the team had experienced difficulty in getting relevant informations of specific decisions in the past regarding distribution and requesting aid materials. It recommended that the officer in-charge of a programme should have at least an assistant to under study him, so as to provide continuity besides helping him.

3.1.2 The keeping of proper inventory system at various levels of operations of the material aid programme was found to be unsatisfactory.

It was recommended that a more systematic and effective manner of keeping inventories be established at all levels of operation.

3.1.3 The UNICEF policy of adopting a tendering system for the supply of equipment by a foreign country was considered unsatisfactory. In some cases, materials supplied were found to be less suitable than those that could be purchased locally taking into account its maintenance cost and its suitability to local conditions. It was recommended that, wherever feasible, monetary aid should be solicited from foreign aid-giving countries for the purchase of certain local equipments.

3.1.4 There seemed to be a lack of congruence in the aid distribution to schools. It was found out that national schools, rural schools and mixed schools often had certain items of equipment which they did not frequently use and yet they continued to receive them. On the other hand, national type schools, urban schools and single sex schools were often lacking in these items even though they greatly needed them.

3.1.5 It was felt that courses now conducted at national workshops should be extended at local levels so that more school personnel could be trained.

3.1.6 A recommendation is made to adopt a total system approach to evaluation so that it could be linked up to the decision making process.

CASE STUDY 2

1. Title of Project

Evaluation of UNICEF-assisted Education Projects for the Period 1974-1975 (Implementation by the EPRD/CDC)

2. Objectives

(i) To initiate, assist and coordinate project specific monitoring and evaluation of each of the projects for the purpose of effectual implementation of the projects.

(ii) To evaluate the product contributions of UNICEF-assisted projects to the development of education in Malaysia during the project period.

(iii) To provide to educational development projects in Malaysia an example of systematic project evaluation.

(iv) To provide substantial guidelines for the designing and preparation of further projects to be proposed for UNICEF assistance after 1975.

(v) To train a core of project personnel on-the-job in designing, producing and executing project evaluation procedures, analysing relevant data, generating consequential actions, and synthesising new directions for action using data from project evaluations and analyses of problems in the education system.

3. Background and Problem

Unless a procedure and suitable evaluation instruments for systematic process and product evaluation are built-in into each of the UNICEF-assisted projects right from the beginning, it would not be possible to ensure systematic and effective monitoring of project progress, and products congruent with the objectives of each project. The presence of such a mechanism will greatly assist in the effectual implementation of the projects. Progress evaluation at "critical moments" of a project will provide data to assist project officers to maintain effective utilization of time, staff and financial resources as well as to make revision and modifications to the work plan, if necessary. For the UNICEF assistance programme to education as a whole, it will be necessary to gather relevant data prior to the launching of the new UNICEF-assisted projects after 1975 as well as to conduct an evaluation of the contributions made by such projects to the development of education in Malaysia.

A "product" evaluation of previous UNICEF projects (1968-1972) was done in 1972 by a team of resource persons from the Faculty of Education, University of Malaya and the Educational Planning and Research Division, Ministry of Education. The evaluation team indicated that the non-incorporation of

systematic evaluation from the initiation of the projects had introduced a variety of constraints which tended to jeopardize the validity of the findings to a considerable extent. Among these were that the evaluation was circumscribed by serious time limitations; since the implementation agents of the previous projects had not been carefully appraised of the possibilities of evaluation being included in the projects, it was difficult for them to escape from the misconception that the evaluation consisted of a spying or fault-finding; since specific information required as essential inputs in the evaluation exercise had not been regularly maintained, the relevant data were not readily available; in any case what conclusions could be drawn from the evaluation were "after the event" and were not useful in improving the projects themselves.

The importance of including continuous evaluation and monitoring procedures directly and internally into project designs as a quality control and corrective mechanism, and also evaluating a cluster of inter-related projects as to their total product effectiveness, is just beginning to be appreciated in Malaysia. The current project would provide a very useful documented example of the design and execution of this total operation for any developmental project. Furthermore, the number of operational personnel having sufficient practical experience and expertise in ground-level continuous evaluation and monitoring is very small, and the project will contribute substantially in generating a significant core of such personnel at critical growth points in the educational system.

Finally, the preparation of new projects for submission to UNICEF after the current period (1974-1975) could be done much more realistically and systematically.

It should be noted that the individual projects proposed for the period 1974-1975 have already budgeted for an evaluation component and have incorporated this operation in the action plan.

4. Progress to Date

As mentioned above, an exercise of evaluation of UNICEF projects was conducted. Other project evaluations for internal purpose have been done (with varying degrees of planning, systematic data gathering, attention to validity and reliability) in several associated projects, such as in in-service courses and curriculum development operations.

5. Plan of Action

The basic design of the action plan consists of three essential operations:

(a) A series of three design/review/analyses workshops associating key project personnel, the E.P.R.D., the C.D.C. and required resource persons from outside EPRD and the CDC (e.g. from local universities) and Unesco and UNICEF personnel.

(b) Field evaluation and monitoring at "critical moments" throughout the life-time of the project by project personnel.

(c) Final field evaluation of the procedures of the projects by project personnel, the EPRD and CDC and required resource persons from outside EPRD and the CDC (e.g. from local universities), and Unesco and UNICEF personnel, as a coordinated operation.

Action Sequence

1.	Designing and developing procedures, modalities, sequences and instruments for monitoring/evaluation at project level, and for the total UNICEF-assisted projects in association with EPRD, CDC project personnel and resource persons and Unesco and UNICEF personnel. 4-day workshop	January 1974
2.	Gathering base-line data for the purpose mentioned in (1) above by individual project personnel	February to June 1974
3.	Project-specific monitoring and evaluation conducted by individual project personnel	June 1974 to November 1975
4.	Mid-term review of monitoring and evaluation and correction of existing or redesigning anew, the procedures, modalities, sequences and instruments utilized thus far; summarizing of data obtained thus far in pre-preparation of total evaluation in association with EPRD, CDC project personnel, resource persons and Unesco and UNICEF personnel. 4-day workshop	December 1974
5.	Field product evaluation of total UNICEF-assisted projects in association with EPRD, CDC project personnel and relevant resource persons, production of report.	October 1975
6.	Final evaluation, summarization of data, conclusions and formulation of proposals for new project assistance from UNICEF for the period beyond 1975, in association with EPRD, CDC project personnel, resource persons and Unesco and UNICEF representatives; production of report. 4-day workshop	November 1975

6. UN and Other Agency Contributions

Other contributions would flow indirectly as indicated under the individual projects.

7. UNICEF Contributions (1974-1975)

(Costs for individual project monitoring and evaluation are included under each project item. Costs for workshops in budget item 1, 2 and 4 exclude costs of attendances of Unesco and UNICEF personnel.)

1. Design Workshop Costs - January 1974

	US$	US$
(a) Travel, board and lodging for 1 officer from Sabah and 1 from Sarawak: air fare @ M$540 + M$330 = M$870 + subsistence allowances @ M$30 x 2 officers x 5 days = M$300. Total = M$1,170 = US$585	585	
(b) Honoraria to 2 resource persons @ US$30 x 2 x 4 days	240	825
2. Mid-term Review Workshop Costs - December 1974		
(a) Travel, board and lodging for 1 Sabah and 1 Sarawak officers: as in item 1 above	585	
(b) Honoraria to 2 resource persons as in item 1 above	240	825
3. Field Evaluation Costs - October 1975		
(a) Travel, board and lodging of 2 evaluators to project bases:		
(i) Sabah and Sarawak - air fares = US$800 + subsistence allowance @ US$20 x 2 x 10 days = US$1,200	1,200	
(ii) In Peninsular Malaysia - travel @ US$250 x 2 = US$500 + subsistence allowance @ US$15 x 2 x 10 days = US$800	800	
(b) Printing of evaluation instruments = US$200	200	
(c) Processing costs of evaluation data @ temporary clerical services rate of US$5 x 4 x 10 days = US$200	200	
(d) Production of report	200	2,600
4. Final Evaluation/Review Workshop Costs - November 1975		
(a) Travel, board and lodging costs of 3 officers each from Sabah and Sarawak: air fares - US$270 x 3 + US$165 x 3 = US$1,305 plus subsistence @ US$15 x 6 x 5 days = US$1,755	1,755	

	US$	US$
(b) Honoraria for 2 resource persons @ US$30 x 2 x 4 days = US$240	240	
(c) Production of Final Report	500	2,495
Grand total		6,745

8. Government Contributions

The direct inputs from the Government (not including indirect salary and non-salary contributions) to this project will amount to M$80,000 to meet costs of paper, ink, stencils and other supplies, administration costs and miscellaneous overheads.

CASE STUDY 3

EVALUATION DESIGN FOR MULTIMEDIA SELF-INSTRUCTIONAL MODULE

Project Title: The Development of Multimedia Self-Instructional Modules for the In-Service Improvement of Primary School Teachers. *

Subject Areas: Mathematics and Science.

A. Presage Stage - Survey on the Needs

1. Objective: To identify the needs, both substantive and pedagogic, among primary teachers in the teaching of mathematics and Science.

2. Ways of Identifying Needs (April - June 1974)

2.1 Review of existing information available at "Projek Khas" (questionnaires, reports, correspondence) to identify needs of teachers (content, methodology).

2.2 Interview Federal Inspectors/District Supervisors/ Teacher Training Lecturers/Practising Teachers, to rate the needs of teachers (content, methodology).

2.3 Interview Teacher-Training Principals/Lecturers to ascertain what topics in content and methodology are covered by in-service and preservice training.

2.4 Check-List of topics indicating priority to be rated/ranked by 30 experienced/practising senior teachers.

3. Data Processing

3.1 Identifying the needs in
a) Mathematics - content & methodology
b) Science - content & methodology.

3.2 Determining priority of topics.

* This is a project funded by UNICEF currently being planned and developed by the CDC.

B. Formative Stage

4. Preparation of Modules

4.1 Inspection of modules and comments by a panel consisting of selected Federal Inspectors, Curriculum Developers, Lecturers and teachers. (July - March, 1975)

4.2 Identifying 10 teachers in trial schools who are weak in content and methodology to try out the modules. (March - June, 1975)

4.3 Pre-test and post-test to the 10 teachers in the forms of
a) Reactions of the Teachers to the Modules (Sealing Technique)
b) Observation by evaluators in the classroom.
c) Test of content in the module.

C. Summative Stage (July-75 - June 76)

5. Field Officers

5.1 Identifying 44 field officers (The existing primary Science/Mathematics supervisors may be utilised).

5.2 Orientation of the field officers -3-day course on the function of the officers and the modules. The performance of the officers on a sample of teachers in the use of modules will be rated.

5.3 Implementation plan (See flow chart).

6. Evaluation of Project

6.1 Interview/observation by Inspectors, Curriculum Developers and Evaluators to find out the effectiveness of:
a) the modules
b) the work of the field officers.

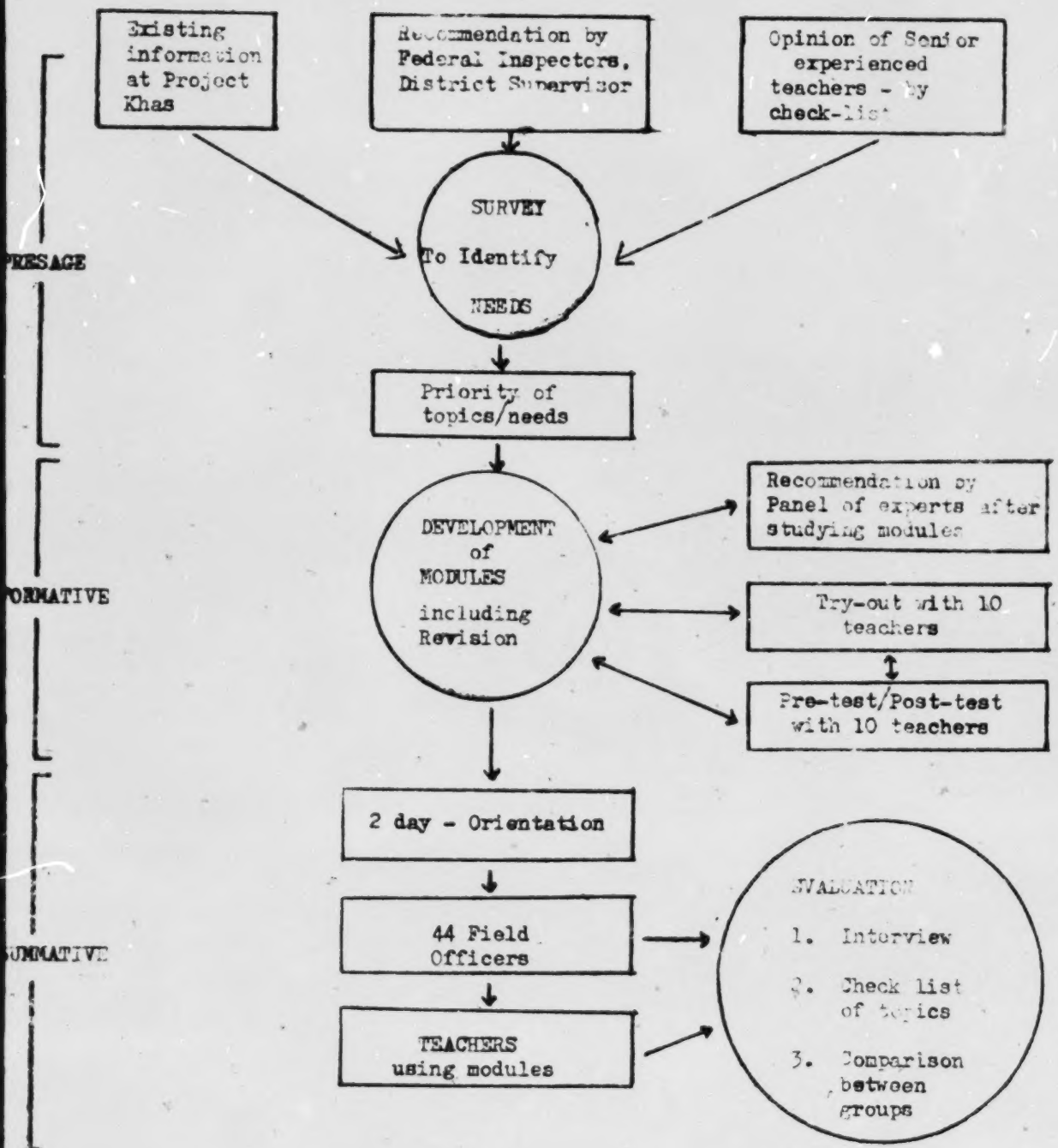
6.2 Reactions of the teachers with reference to the effectiveness and helpfulness of the modules.

6.3 Comparison between teachers who have been using the modules and those who have not (Experimental Group & Control Group).

Dependent Scores: a) Content test
b) Rating by evaluators in the classroom.

6.4 Comparison of costings between in-service training of teachers using the modules and that not using the modules.

SUMMARY FLOWCHART



Primary Science & Mathematics Unit,
Curriculum Development Centre,
Ministry of Education Malaysia,
Kuala Lumpur.

CASE STUDY 4

EVALUATION DESIGN FOR THE INTEGRATED CURRICULUM PROJECT

TIME SCHEDULE (APPROX)

Project Title :

The Development of an Integrated (improved) Curriculum for the first 3 years of the Malaysian Primary Schools.*

A. PRESAGE EVALUATION : Survey of Needs

1. Objective : To identify the existing problems in primary schools in terms of content, methodology and instructional materials.

2. Areas of Problems :

2.1 Adequacy/Appropriateness of Syllabus - Whether the present syllabus takes into account,

(a) current national goals (e.g. Rukun Negara/National Ideology, Dasar Ekonomi Baru/New Economic Policy, National Unity, etc.)

(b) psychological findings about how children learn and develop.

2.2 Adequacy/Appropriateness of Text-books - Whether they are meaningful, suitable, etc.

2.3 Organization of Teaching and Learning Experiences - in terms of

(a) time-table,
(b) teacher-pupil ratio,
(c) evaluation of pupil's achievement

* Another UNICEF - assisted Project being developed by the CDC.

3.	<u>Ways of Identifying Goals and Concretising the Integrated (improved) Curriculum Design</u> :	March to October, 1974
3.1	Review and Evaluation of Current Situation e.g. syllabuses, text-books, etc.	
3.2	Oversea study tour by Project Director and 2 other CDC staff members, preferably in the U.K. under UNDP/CDC fellowships, to study current innovative primary curriculum practices which may suggest guide-lines for the development of our Integrated/Improved Primary Curriculum	May to July 1974.
3.3	Organization of 3 Regional Seminars (Penang, J. Bharu, Kota Bharu). In each of the regional seminar we will invite about 20 headmasters, 30 different primary school subject - teachers, sufficient numbers of parents and community leaders. We will expose them to the findings of the above review and suggestions of possible changes. This is to establish priority of needs and appropriate solutions.	August, 1974 to October 1974
3.4	Following the Seminar, questionnaires will be given to the consumers (headmasters, teachers, parents, community leaders) to tap their opinions, suggestions, reactions, etc. The data will then be processed.	
3.5	Examination and review of the rationale of integrated Curriculum for Std. I, II & III are contained in the project Proposal Paper, pages 1,2 & 3.	

B. FORMATIVE EVALUATION :

4. Progressive Development of Integrated (Improved) Curriculum with Appropriate Materials for Std I.

November, 1974 to December, 1975

4.1 After the data has been processed and the goals identified, we will develop the Preliminary Design of the Integrated (Improved) Curriculum.

The Design will include :

(a) Content materials that the teacher should master,

(b) Learning materials and experiences for children, and,

(c) Clear directions about the organization of teaching-learning experiences in the classroom. These will include clear specification of the methods and materials to be used which will supplement the learning process.

4.2 The Preliminary Design for Std. I will be reviewed and evaluated by :

(a) panel of experts consisting of members of Faculty of Education U. Malaya, Federal Inspectorate, Teacher Training Lecturers (DTC), Curriculum Officers, etc.

(b) the participants of the 3 Seminars through the mail.

(c) a selected group of parents and community leaders.

.3 Evaluation of tentative foci of organization of Curriculum. Possible foci are :

(a) Rukun Negara,

(b) National Unity,

(c) Balance between spiritual and materialistic values.

(d) Content integration taking into account child development principles.

Finalization of the design of the Std. I Integrated/Improved Curriculum taking into account the evaluation feedback from 4.2 and 4.3.

4.4 Picking out a component of the integrated/improved curriculum for development.

Evaluation : to determine priority of components to be tried out. Consultation with a panel of experts, participants of the 3 Seminars and selected group of community leaders as in 4.2.

4.5 The small integrated units will be formulated and developed around foci of curriculum organization. Integrated Units organized around different foci could be tested against each other during the trial phase.

4.6 These units will cover a trial period of a week or more if necessary.

4.7 The Centre will work in conjunction with selected-schools which will be known as 'Cooperating Schools' for a period of one week, to execute and implement the plan. Different Cooperating Schools will try out different units organized around different foci.

4.8 Briefing of teachers from 'Cooperating Schools'. Evaluation of opinions of teachers of 'Cooperating Schools' as to

adequacy and feasibility of materials and plan.

4.9 Evaluation of this trial period of one week/or more, will include evaluation of materials, teacher competency, feasibility and effectiveness of the different units (e.g. organized around different foci).

4.10 Feedback from the evaluation carried out in 4.9 (above). The information that we derive from the evaluation could be used to revise and reformulate the units and teaching strategies. We would also have feedback about the feasibility of the different foci as organizing factors.

4.11 After the above phase of the one week trial period and the accompanying evaluation and reformulation, the Centre will launch a two week or more trial project. The two weeks trial project will involve the developmental steps described in the one week trial period.

There will also be an accompanying evaluation to provide feedback and direction for revision along the same lines as the earlier one week trial period and evaluation.

4.12 After the above phase of the two week trial period or more (as in 4.11 above), the Centre will again progressively launch longer trial periods with these 'Cooperating Schools'. The ultimate idea is to cover the whole year for Standard I.

We would by then have developed all the necessary units for Standard I, according to our curriculum design for this standard.

C. SUMMATIVE EVALUATION :

5. Summative Evaluation of Improved/Integrated Curriculum for Standard I.

5.1 Identify 20 Pilot/Experimental Schools with different degrees of supervision.

5.2 Development of Pre-test, questionnaires and check-lists in the following areas:

(a) student achievement; effective measures;

(b) reaction of parents; (attitudes).

(c) reaction of teachers and headmasters (attitudes).

5.3 Briefing of teachers of the Pilot schools. Evaluation of their views or :

(a) administrative arrangement,

(b) execution/implementation of the designed curriculum.

5.4 Try out the Integrated/Improved Curriculum for the whole year. — January 1976 to November 1976

5.5 Post test (refer 5.2)

Evaluation of the results comparing the experimental and control trial schools.

D.	FORMATIVE AND SUMMATIVE EVALUATION FOR AN INTEGRATED/IMPROVED CURRICULUM FOR STANDARD II AND III.	December 1976 to December 1978
	6.1 The sequence/cycle of Curriculum Development execution, evaluation and reformulation as described in 4.5 to 4.12 will be repeated for standards II and III.	

Integrated Primary Curriculum Unit,
Curriculum Development Centre,
Ministry of Education,
Malaysia,
Kuala Lumpur.

Report prepared by:
Asiah Abu Samah
Director
Curriculum Development Centre
Ministry of Education
Kuala Lumpur
Malaysia